

Pupil Premium Strategy Statement – Edlington Victoria Academy

This statement details our school's use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	145/286 = 51%
Academic year/years that our current pupil premium strategy plan covers	2023-26 Refocused for 2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026/July 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Ellie Dowse – Head of School
Governor lead	Gary Tinkler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,731
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£212,731

Part A: Pupil premium strategy plan

Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

The Pupil Premium Strategy for Edlington Victoria Academy sets out to achieve equity for all pupils across the academy, meaning that those with the barriers of being disadvantaged in any way are supported to meet their potential. At Edlington Victoria Academy, we believe that all pupils can “Reach for the Stars”. We believe that with quality first teaching, effective engagement with parents and a personalised approach to meeting needs; every child can achieve their potential.

This strategy intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible, if not beyond this. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and/or living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they’re set*
- *act early to intervene at the point need is identified*

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																		
1	<p>Attendance gap between disadvantaged pupils and non-disadvantaged pupils:</p> <p>Attendance for disadvantaged pupils is below non-disadvantaged pupils for 2024-25 and has been for the last 3 years. Although this has increased from the previous year, there is still a gap which is widening.</p> <table border="1"> <thead> <tr> <th></th> <th>Full Year 22-23</th> <th>Full Year 23-24</th> <th>Full Year 24-25</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>94.1</td> <td>94.33</td> <td>95.72</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>95.6</td> <td>95.95</td> <td>97.6</td> </tr> </tbody> </table>		Full Year 22-23	Full Year 23-24	Full Year 24-25	Disadvantaged	94.1	94.33	95.72	Non-Disadvantaged	95.6	95.95	97.6						
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2	<p>Social, Emotional, and Mental Health (SEMH) needs:</p> <p>Wellbeing, mental health, and contextual safeguarding continue to be significant priorities, with a clear need for support that extends beyond the classroom for both pupils and their families. Currently, 100% of pupils accessing THRIVE are disadvantaged, as are 100% of pupils identified as CP, CIN, or LAC. Additionally, 86% of pupils with a BOSS referral are disadvantaged. These figures highlight a substantial overlap between disadvantage and elevated SEMH needs, underscoring the importance of robust multi-agency collaboration and enhanced provision to effectively support these pupils' wellbeing and mental health.</p>																		
3	<p>Lower attainment at the end of the academic year and on entry to Early Years, particularly in Literacy and Oracy:</p> <p>Data at the end of EYFS for the 2024-2025 academic year shows there was a gap between those achieving GLD who were disadvantaged vs those who were non-disadvantaged.</p> <table border="1"> <thead> <tr> <th></th> <th>GLD for 2024-2025</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>44%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>61%</td> </tr> </tbody> </table>		GLD for 2024-2025	Disadvantaged	44%	Non-Disadvantaged	61%												
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4	<p>Phonics and KS1 Attainment Overall</p> <p>End of 2024 – 2025 assessment data shows that there are gaps between the attainment of those pupils who are disadvantaged and those who are non-disadvantaged. The gap appears as a result of limited opportunity to practice reading and phonics outside of school as well as Speech and Language/SEND Needs for some pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Phonics outcomes for 2024-2025</td> <td>56%</td> <td>86%</td> </tr> <tr> <td>KS1 Reading outcomes for 2024-2025</td> <td>59%</td> <td>93%</td> </tr> <tr> <td>KS1 Writing outcomes for 2024-2025</td> <td>55%</td> <td>79%</td> </tr> <tr> <td>KS1 Maths outcomes for 2024-2025</td> <td>59%</td> <td>93%</td> </tr> <tr> <td>KS1 Combined outcomes for 2024-2025</td> <td>55%</td> <td>79%</td> </tr> </tbody> </table>		Disadvantaged	Non-Disadvantaged	Phonics outcomes for 2024-2025	56%	86%	KS1 Reading outcomes for 2024-2025	59%	93%	KS1 Writing outcomes for 2024-2025	55%	79%	KS1 Maths outcomes for 2024-2025	59%	93%	KS1 Combined outcomes for 2024-2025	55%	79%
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5	<p>KS2 Attainment Outcomes, including the Multiplication Check:</p> <p>End of 2024 – 2025 assessment data shows that there are gaps between the attainment of those pupils who are disadvantaged and those who are non-disadvantaged. Language and inference remain barriers to comprehension and stamina. Writing continues to be a development area, with weaker sentence structure, understanding of tense and vocabulary. Rapid recall of key multiplication facts remains a barrier to the multiplication check and maths papers.</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Multiplication Check outcomes for 2024-2025</td> <td>38%</td> <td>79%</td> </tr> <tr> <td>KS2 Reading outcomes for 2024-2025</td> <td>73%</td> <td>89%</td> </tr> <tr> <td>KS2 Writing outcomes for 2024-2025</td> <td>64%</td> <td>89%</td> </tr> </tbody> </table>		Disadvantaged	Non-Disadvantaged	Multiplication Check outcomes for 2024-2025	38%	79%	KS2 Reading outcomes for 2024-2025	73%	89%	KS2 Writing outcomes for 2024-2025	64%	89%						
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	KS2 Maths outcomes for 2024-2025	68%	89%
	KS2 SPAG outcomes for 2024-2025	68%	89%
	KS2 Combined outcomes for 2024-2025	64%	89%
6	Access to Wider Opportunities- trips, music, the arts and sports It is essential at Edlington Victoria that we educate the whole child beyond the academic. Pupil Voice demonstrates that disadvantaged pupils have less access to wider opportunities outside of the school setting therefore it is essential for us to close the Cultural Capital gap with the enrichment program we offer.		

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attendance for disadvantaged pupils, which closes the gap between those who are disadvantaged and those who are non-disadvantaged.	Sustained high attendance for the 2025/26 academic year demonstrated by: -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more that 0.5% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers.
2. Social Emotional Mental Health and Behaviour Support All pupils, who need it, are identified quickly and have access to SEMH/Behaviour support internally or externally as appropriate.	-Early Identification: All pupils with emerging SEMH or behaviour needs are identified promptly—within 2–4 weeks of initial concerns—through consistent multidisciplinary (MD) meeting structures, ensuring that appropriate next steps and support plans are put in place. -Timely Access to Support: Identified pupils access appropriate internal or external SEMH/behaviour/SEND support. -Improved Engagement: Pupils receiving support show improved engagement in learning, evidenced through increased attendance, reduced behaviour incidents, attainment and progress data or improved classroom participation. -Impact on Wellbeing: Pupil voice indicates increased confidence, emotional regulation, and sense of safety in school, gathered through regular wellbeing check-ins or surveys. -Multi-Agency Collaboration: Effective communication and collaboration with external agencies are evidenced through timely referrals, shared plans, and regular review meetings. -Positive Outcomes: Behaviour logs, CPOMs data, or SEMH assessment tools (e.g., Thrive profiles, SDQ's, Boxall scores) show measurable improvement over time for pupils receiving support.
3. Improved Literacy attainment in EYFS for Disadvantaged pupils seen through improved spoken language, vocabulary, oracy, phonics, reading and transcription and composition skills.	-Assessments and observations show measurable improvement in pupils' oral language, expressive vocabulary and oracy skills. Impact is evident through formative assessment and the WellComm Assessment Tool. -DFE Early Years SEND Assessment Tool will also support progression from baseline in addition to B Squared for pupils with more complex needs.

<p>4. Improved Attainment for Disadvantaged Pupils in KS1 in Phonics, Reading, Writing and Maths.</p>	<p>-Year 1 Phonics Screening Check results are at least in line with National Average (80%) for disadvantaged pupils achieving the expected standard.</p> <p>-Year 2 rechecks demonstrate continued improvement for pupils who did not meet the threshold in Year 1.</p> <p>-Reading, Writing and Maths Attainment for disadvantaged pupils demonstrates a reduction in the gap for Y1 and Y2 between PP and Non-PP by 10% year on year for the next 3 years until they are in line with their non-pp peers.</p> <p>-High-Quality Teaching: Lesson observations, book looks, and assessment data demonstrate that disadvantaged pupils consistently benefit from strong, evidence-based teaching and targeted interventions.</p> <p>-Targeted Intervention Impact: Pupils accessing small-group or 1:1 interventions show measurable improvements on entry/exit data (e.g., phonics assessments, reading ages, standardised scores).</p> <p>- Improved Engagement: Disadvantaged pupils show increased engagement with learning</p>
<p>5. Improved Attainment for Disadvantaged Pupils in KS2 in the Multiplication Check, Reading, Writing, Maths and Combined outcomes.</p>	<p>-Year 4 Multiplication Check results (those achieving a score of 21 – 25) for PP pupils is at least 50% and then continues to close the gap until in line with their non-pp peers over the next 3 years. Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week.</p> <p>-Reading, Writing, Maths and Combined Attainment for disadvantaged pupils demonstrates a reduction in the gap for Y1 and Y2 between PP and Non-PP by 10% year on year for the next 3 years until they are in line with their non-pp peers.</p> <p>-High-Quality Teaching: Lesson observations, book looks, and assessment data demonstrate that disadvantaged pupils consistently benefit from strong, evidence-based teaching and targeted interventions.</p> <p>-Targeted Intervention Impact: Pupils accessing small-group or 1:1 interventions show measurable improvements on entry/exit data (e.g., phonics assessments, reading ages, standardised scores). Y3/4/5/6 access the Chromebooks 3x a week to access Reading Plus to build fluency and comprehension. (Reading Plus reports will show an increase in words per minute for each pupil and each class's average will increase from baseline.)</p> <p>- Improved Engagement: Disadvantaged pupils show increased engagement with learning</p>
<p>6. Disadvantaged Pupils have the same level of access to Wider Opportunities such as trips, music, the arts and sports as all other pupils. Finances are not a barrier to pupils accessing these much-needed wider opportunities.</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>Attendance at clubs and music lessons will show levels of engagement by Pupil Premium/disadvantaged pupils are in line with Non-Disadvantaged pupils proportionately.</p> <p>All pupils have access to the Chromebooks (2025-26) throughout the week to support computing lessons and additional curriculum sessions, including in enrichment and after school clubs to promote wider opportunities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 64,620.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Lead (CPD) engaged with the Laurel Trust Oracy Project - release time and time to create and implement action plan	Laurel Trust Oracy Project: To strengthen language and writing skills in Early Years preparing pupils for a successful transition to Y1 with a focus on Disadvantaged Boys. The Education Endowment Foundation (EEF, 2021) found that explicitly teaching oracy has a positive impact on pupils' attainment, particularly for those from disadvantaged backgrounds.	3 £700
Purchase of termly standardised diagnostic assessments Y1-Y6 Ongoing CPD for staff to ensure assessments are interpreted and administered correctly alongside networks to marry up teacher assessment with tests. Release time for teachers to moderate, analyse assessments and plan for future learning to target gaps in knowledge.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	4 + 5 £2,677.80
Purchase of a DfE validated Systematic Synthetic Phonics programme subscription continued to secure stronger phonics teaching for all pupils (Little Wandle) as well as keeping a plentiful stock of resources and matched books.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	4 £10,000
Half a day leadership time for leaders to coach/mentor and monitor the quality of teaching and assessment to ensure progress.	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	3,4 + 5 £1,243

	Teacher Feedback to Improve Pupil Learning Toolkit EEF	
Additional LSA's across the academy in order to support capacity for our most Vulnerable pupils and focus for spotlight pupils. This includes: -1 x additional LSA for our SEND HIVE for F2 -2 x additional adults in UKS2 (1 full time, 1 mornings)	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher.	2, 3, 4 + 5 £50,000

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support either small group or following the 1:1/SEND programme. This will be delivered by staff who have undertaken half termly Little Wandle update training	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	4 £10,000
Subscription to additional online programs to recap and consolidate key skills as reading fluency, comprehension, maths times tables and fluency. These include the following: Reading Plus TT Rockstars Third Space learning Number Sense	Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as they accelerate their progress. Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours https://www.readingplus.com/efficacies/ In an independent trial, pupils receiving weekly one-to-one tutoring with Third Space Learning made 7 months' progress in 14 weeks.	5 Reading plus: £2250 TTRS: £140 Third Space: £9,000 Number sense: £540 Tapestry: £320 White rose + assessments: £550

	<p>Bespoke interventions designed to secure gaps in basic skills that have been identified using diagnostic assessments and encourage attendance due to confidence building.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Delivery of Early Writers interventions taking place daily from Y1-6 using the PVGP from Grammarsaurus.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1764757043</p>	<p>4 + 5 £6859</p>

Wider strategies

Budgeted cost: £118,451.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance.</p> <p>This will involve release time for senior leaders to work with PA pupil groups/attend DfE attendance webinars, Exceed Trust networks and time to implement strategies back at EVA.</p> <p>This also involves utilizing the admin assistant to have a key focus on attendance chasing, reporting and celebrating.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>working together to improve school attendance.</p>	<p>1 £21,804</p>
<p>Access to current technology to support personalised learning as well as recap and review through hire of Chromebooks and programmes/apps to sit alongside the technology.</p>	<p>This approach has been effective for our pupils in previous years so we wish to continue with this approach. Pupil voice also suggests that pupils value the access to up-to-date technology to support their learning.</p>	<p>3, 4 + 5 Chromebooks: £10,935</p>
<p>A full time pastoral and intervention lead will support proactive and</p>	<p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2 £46,039</p>

<p>reactive safeguarding for all pupils as well as to work with key families to increase wellbeing.</p> <p>Two Thrive practitioners will support the most vulnerable pupils to regulate and develop strategies to cope both in and out of school.</p> <p>Release time for 2 x staff members to run Forest School 1 afternoon a week.</p> <p>2 x Wrap Around care assistant plus 1 x Wrap Around supervisor to run breakfast club daily, which includes ensuring some of our most vulnerable pupils have access to breakfast.</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The above reports recognise the approaches needed to support both pupils and parents.</p> <p>breakfast interventions - rapid evidence assessment.pdf – EEF evidence of the impact of breakfast clubs</p>	<p>£22,862</p> <p>£2,286.20</p> <p>£8775</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs that have not yet been identified such as buying pupil uniform, goods for the home and food in an emergency.</p>	<p>2</p> <p>£1,200</p>
<p>Funded school excursions</p> <p>Some pupils continue to require financial support in order for them to benefit from off-site educational activities</p>	<p>Children enhance their learning through experiential opportunities which support memory and metacognition links to their classroom-based learning. This supports children to know more and remember more because of the connection built in the brain when we have first-hand experience of an event.</p>	<p>6</p> <p>£2,250</p>
<p>Access to Extra Curricular Clubs and external agencies to provide additional experiences as part of our enrichment offer – to include: Sports, Music Lessons, Performing Arts</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months. There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p> <p>£2,300</p>

	org.uk/education-evidence/teaching learning-toolkit/arts-participation	
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Total budgeted cost: £ 212,731

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1:

Improved attendance for disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more that 0.5% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers.
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Review

	Full Year 2022- 2023	Full Year 2023-2024	Full Year 2024-2025
Whole School (F2-Y6)	93.7	95.10	96.41
Whole School (Y1-Y6)	95.4	95.26	96.54
Boys	93.7	94.38	96.68
Girls	94.3	95.82	96.38
SEND	93.5	93.49	95.02
Non-SEND	95.3	95.49	97.4
Disadvantaged	94.1	94.33	95.72
Non-Disadvantaged	95.6	95.95	97.6
Ethnicity – White British	94.6	94.93	96.6
Other Ethnicity	95.6	95.43	97.1
LAC	97.7	97.93	98.3
Previously LAC (none 2022-23 and 2023_24)			97
Special Guardianship/Residence Order/Family arrangement		95.42	90.2 (1 pupil)

Disadvantaged pupils' attendance has increased by 1.39% from the previous year (the biggest improvement over the last three academic years). However, the non-disadvantaged attendance has also increased which has increased the gap. The gap is now 1.88%.

	2023-24 PA	2023-24 SPA (one Y3 DA/SEND/boy)	2024-25 PA	2024-25 SPA
Disadvantaged	24	1	18	2
Non-Disadvantaged	9	0	0	0

The number of PA pupils' who are disadvantaged has decreased from the previous year by 6 pupils. However, the non-disadvantaged PA group has also decreased to 0, which has slightly increased the gap. In terms of year groups, our data tells us 6 PA pupils are within F2 with many not eligible for any formal process due to being non-compulsory. However, letters and text messages continue to highlight expectations to these parents, with the formal processes needing to start much later when they were compulsory.

Intended Outcome 2:

KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard.	KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard.
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Review

Reading

	Start of Year Baseline		End of Summer					National Average 2024
	ARE +	GD	ARE +	GD	EOYT	% <u>expected progress</u>	% <u>accelerated progress</u>	
All	63% 26/41	20% 8/41	80% 33/41	32% 8/41	76% 31/41	100% 41/41	40% 17/41	74%
PP	55% 12/22	9% 2/22	70% 16/22	14% 3/22	55% 12/22	100% 22/22	45% 10/22	63%
<u>Non-PP</u>	74% 14/19	32% 6/19	89% 17/19	53% 10/19	89% 17/19	100% 19/19	37% 7/19	88%

Writing

	Start of Year Baseline		End of Summer					National Average 2024
	ARE +	GD	ARE +	GD	EOYT	% <u>expected progress</u>	% <u>accelerated progress</u>	
All	56% 23/41	12% 5/41	76% 31/41	27% 11/41	73% 30/41	100% 41/41	38% 16/41	72%
PP	41% 9/22	5% 1/22	64% 14/22	14% 3/22	55% 12/22	100% 22/22	41% 9/22	59%
<u>Non-PP</u>	74% 14/19	21% 4/19	89% 17/19	42% 8/19	89% 17/19	100% 19/19	37% 7/19	88%

Maths

	Start of Year Baseline		End of Summer					National Average 2024
	ARE +	GD	ARE +	GD	EOYT	% <u>expected progress</u>	% <u>accelerated progress</u>	
All	61% 25/41	22% 9/41	78% 32/41	22% 9/41	73% 29/41	88%	67% 14/41	73%
PP	50% 11/22	9% 2/22	68% 15/22	14% 3/22	73% 16/22	96%	32% 7/22	59%
<u>Non-PP</u>	74% 14/19	37% 7/19	89% 17/19	21% 4/19	89% 17/19	79%	37% 7/19	92%

- In Reading, 70% of PP pupils achieved ARE, which is **7% above** the national average of 63% and **below those** achieving ARE who were non-PP (89%).

- In Writing, 64% of PP pupils achieved ARE, which is **5% above** the national average of 59% and **below those** achieving ARE who were non-PP (89%).
- In Maths, 68% of PP pupils achieved ARE, which is **9% above** the national average of 59% and **below those** achieving ARE who were non-PP (89%).

Intended Outcome 3:

To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.	Sustained high levels of wellbeing each year demonstrated by: -At least 60% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs -Qualitative data from pupil voice, parent and pupil surveys -Case studies for key pupils accessing Thrive and other pastoral interventions show progress
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Review

68% of pupils attending extra-curricular opportunities in 2024-25 were disadvantaged. Holiday camps also ran over some of the holiday periods by an external company the academy also promoted this amongst our pupil premium families. They were funded so at no cost to parents and engaged pupils in positive activities as well as providing food.

Parent voice (parent survey November 2025) shows that 100% of our parents would recommend EVA to other parents.

Vulnerable case studies show improved outcomes for pupils and families around social and emotional wellbeing and their needs being met beyond EVA.

Intended Outcome 4:

Access to up-to-date technology for all pupils to support curriculum learning and embedding of key skills.	All pupils have access to the new Chromebooks (2024-25) throughout the week to support computing lessons and additional curriculum sessions. Y3/4/5/6 access the Chromebooks 3x a week to access Reading Plus to build fluency and comprehension. (Reading Plus reports will show an increase in words per minutes for each pupil and each class's average will increase from baseline.) Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week. F2 access the iPad and Ten Town to recap knowledge of number each day. Relevant devices are used for coding after school club.
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Review

Pupils have had access to Chromebooks and iPads throughout the year. This has ensured our KS2 cohort have had access to regular reading plus sessions and carefully selected y5+y6 pupils have had access to regular Third Space Learning interventions. This has impacted positively on the end of KS2 outcomes for reading and maths as noted below:

Reading

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (41)	100%	106	80%	32%	73%	75%
Female (27)	66%	107	89%	33%	77%	78%
Male (14)	34%	103	64%	29%	70%	72%
PP (22)	54%	103	73%	14%	61%	63%
Not PP (19)	46%	109	89%	53%	80%	80%
EHCP (1)	2%	101	100%	0%	21%	20%
SEN support (12)	29%	96	33%	8%	46%	50%
No SEN (28)	68%	109	100%	43%	83%	85%
English (32)	78%	105	75%	28%	75%	76%
EAL (9)	22%	109	100%	44%	67%	74%
95–100% (26)	63%	108	81%	42%	80%	
90–95% (10)	24%	103	80%	20%	72%	
75–90% (4)	10%	101	75%	0%	57%	
50–75% (0)	0%				32%	
0–50% (0)	0%				0%	

Maths

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (41)	100%	103	78%	17%	75%	74%
Female (27)	66%	104	89%	19%	75%	73%
Male (14)	34%	102	57%	14%	75%	75%
PP (22)	54%	101	68%	14%	63%	61%
Not PP (19)	46%	106	89%	21%	82%	80%
EHCP (1)	2%	88	0%	0%	20%	18%
SEN support (12)	29%	94	33%	0%	49%	47%
No SEN (28)	68%	107	100%	25%	85%	84%
English (32)	78%	102	72%	19%	75%	73%
EAL (9)	22%	106	100%	11%	73%	78%
95–100% (26)	63%	105	81%	23%	82%	
90–95% (10)	24%	100	70%	10%	72%	
75–90% (4)	10%	101	75%	0%	58%	
50–75% (0)	0%				22%	
0–50% (0)	0%				0%	

Regular access to up to date equipment and programmes has enabled high quality teaching with good retention of key skills from pupils. External reviews on the quality of Computing are strong. Pupils have a good knowledge of the computing curriculum and can apply their knowledge across other subject areas.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Times Table Rockstars	Maths Circle
Number Sense	Number Sense Maths
Third Space Learning	Third Space Learning AI
Mastering Number	NCETM
Thrive	The Thrive Approach
Information Sharing Apps	Seesaw/Tapestry



White Rose Maths Scheme	White Rose Education
Little Wandle	Letters and Sounds